



**GOSOSY Technical Support Team (TST) Meeting
February 8-9, 2017
Montgomery, AL**

IN ATTENDANCE:

- | | |
|--------------------------------|--|
| Tracie Kalic (GOSOSY Director) | Joan Geraci (NJ) |
| Joyce Bishop (AL) | Mike Reho (NY) |
| Peggy Haveard (AL) | Odilia Coffta (NY) |
| Cyndi Townley (AL) | Jenna Vaccarelli (NY) |
| Margot Di Salvo (FL) | Lysandra Alexander (PA) |
| Sabrina Rivera-Pineda (GA) | Deke Showman (PA) |
| Brenda Pessin (IL) | Denise Rocha (TN) |
| John Farrell (KS) | Jennifer Almeda (SC) |
| Pedro Santiago (KY) | Sarah Braun-Hamilton (VT) |
| Emily Hoffman (MA) | Chris Norton (GENESE0, National PASS Center) |
| Carmen Anderico (MS) | Susanna Bartee (GOSOSY) |
| Monika Lorinczova (MS) | Jessica Castañeda (GOSOSY) |
| Kiowa Rogers (NE) | |
| Barbie Patch (NH) | |

WORK GROUPS

OSY Learning Plan

- Emily Hoffman – *lead*
Sarah Braun-Hamilton
Margot Di Salvo
Mike Reho

Goal Setting

- Sonja Williams – *lead*
Carmen Anderico
Joyce Bishop
April Dameron
Monika Lorinczova
Denise Rocha
Jenna Vaccarelli

Identification & Recruitment

- Jennifer Almeda – *lead*
Ray Melecio
Barbie Patch
Pedro Santiago
Deke Showman

Material and Curriculum

- Bob Lynch & Brenda Pessin – *leads*
Peggy Haveard
Chris Norton

Professional Development

- Joan Geraci & Kiowa Rogers - *leads*
Lysandra Alexander
Odilia Coffta
Sabrina Rivera-Pineda

Lit Review

- Jessica Castañeda – *lead*
Susanna Bartee
John Farrell

Wednesday, February 8, 2017

Call to order 8:30 am

Adjourned 4:15 pm

Agenda

- Welcome and introductions
- Welcome to Alabama and Overview of AL Migrant Education Program (MEP)
- Examination of and Discussion of Annual Performance Report (APR) data
- Discussion of upcoming State Steering Team (SST) Meeting
- Updates from GOSOSY
 - GOSOSY website (Google Analytics)
 - GOSOSY participation at Annual Directors Meeting (ADM)
 - National Association of State Directors of Migrant Education (NASDME) presentations
- Training on Professional Development Module 1
- Lunch
- Expectations of Work Groups and assignments
- Tasks outlined and Work Group time

Welcome and Introductions - *Tracie Kalic, GOSOSY Director*

Tracie welcomed everyone and briefly outlined the goals of the TST meeting.

Welcome and Overview of Alabama Migrant Education Program (MEP) – *Peggy Haveard (MEP Coordinator), Joyce Bishop (State OSY Coordinator), Cyndi Townley (Title III, EL Migrant State Program Administrator)*

Welcome to Alabama from Mr. Ed Moore – Director, Federal Programs Alabama Department of Education

- Mr. Moore welcomed the TST to Alabama and discussed the Alabama MEP as well as the federal programs office which manages a \$3 million budget –
 - 67 counties, 136 school districts, Title 1, 2, 3 & 6, 21st Century, MEP, etc.

TST Expectations and Work Norms – *Tracie Kalic*

Tracie reiterated the purpose and focus of the TST and asked the following of all members:

1. Provide feedback on agenda items, including lesson drafts and material development.
2. Complete Work Group tasks, outline timelines, and establish follow-up conference calls.
3. Review APR data and the GOSOSY performance measures.
4. Prepare for SST materials.
5. Finalize the participants on the TST Dissemination Event (DE) Committee and discuss structure of event.

GOSOSY Updates – *Tracie Kalic*

Tracie briefly covered recent GOSOSY news and updates with the following details:

1. SST Meeting

- a. Will occur Sunday, March 5, in Washington DC before ADM meeting.
- 2. Plan for round table discussion at ADM.
- 3. Monitoring call with OME will be February 14, 2017, covering APR and planning for participation at ADM.
- 4. NASDME presentations will include:
 - a. Mental Health Life Skills Lessons
 - b. Goal Setting
 - c. CIGs – joint presentation with GOSOSY, Preschool Initiative (PI), and Identification and Recruitment Rapid Response (IRRC)
 - i. Request for practitioner volunteers to participate in CIG panel discussion:
 - 1. SC, FL, IL and VT volunteered to contact possible participants.
- 5. GOSOSY website updates - *Jessica Castañeda*
 - a. Google Analytics report (November 2016 – January 2017)
 - i. Total of 2,075 sessions.
 - ii. First page is most viewed.
 - iii. Average time spent on site is just over three minutes.
 - iv. Average views include four different pages.
 - v. Multiple users return (425 over 30 visits).
 - vi. Multiple countries showed up for the first time since analytics began.
 - vii. Majority of users enter via desktops.
 - 1. Will consider a redesign for mobile users.
 - a. Possibility to rebuild only the Student Page for mobile use.
 - b. Mobile phone app would be ideal for student use but likely be cost prohibitive.
 - viii. Discussed need for more student users.
 - 1. Visitors entering Student Page do not click through any further.
 - a. Beginning step will be to decide what is most relevant for students and update the page now.
 - i. TST members asked to peruse “Helpful Sites for Students”* list and suggest top choices asap.
 - 2. Lingo, links, etc. will all be updated to appeal to students.
 - a. * “Helpful Sites for Students” button has been added to Student Page.
 - i. Sites assist students in following up Life Skills lessons, etc.:
 - 1. Interactive quizzes
 - 2. Listen and read activities
 - 3. News updates at varied reading levels
 - 4. Interactive dictionaries
 - 5. ELL games, videos
 - 6. General resources
 - 7. GED/HISET
 - 8. Health resources
 - 9. Life skills
 - b. Suggestion to poll OSY for insight in to needs and questions to include/address.
 - i. Google Analytics can track by age which may be useful to monitor increases.

- c. Suggestion to include both English and Spanish content
 - i. Button for alternate views
 - 3. Discussion about including student focus (to include all student website resources) during Year 3 proposal.
 - a. Suggestion to create entirely separate website specifically for students.
 - i. Need to investigate if OSY are willing to use what may be limited internet access (phone cards, library time, data) to use a student website.
6. FII Objectives Discussion
 - a. State reports are imperative for collecting data and determining the activities for each objective on the FII.
 - b. State-specific APR reports to be distributed to TST members.
 - c. Pre-/post-assessment scores are extremely important for each state to report.
 - a. The GOSOSY Staff Training and Technical Assistance Evaluation Form needs to be used after each Professional Development session and submitted to META as soon as possible after each event.
 - b. Any inconsistencies in official reports should be discussed with Marty Jacobson (META).
 - d. States will be required to use the OSY Learning Plan during YEAR 2 to meet Performance Measure 1.2 which reads that 75% of users will achieve 50% of goals stated on an OSY Learning Plan.
 - i. Final version will be shared at April 2017 TST meeting to be used by all states immediately.
 - 1. Results will be due in September 2017 (every state needs to report whatever they have).
 - 2. May not meet needs of every student since needs are so diverse; states advised to use as applicable;.
 - e. States will be required to send an average of three students per state (54 total consortium-wide) to Goal Setting sessions and those students will attain an acceptable or above score on a Goal Setting project-based activity rubric.
 - i. TST members will be trained as Goal Setting facilitators at the April 2017 TST meeting.
 - ii. Each state will work on Goal Setting materials in whatever manner is appropriate.
 - 1. Group workshop approach may not meet every student's needs; goal setting materials may be utilized one-on-one.
 - 2. Work Group will develop a pacing guide for use and provide multiple scenarios for how to engage students with the goal setting process.
 - f. Year 1 Executive Summary Report:
 - i. 100% of states reported collaborations.
 - ii. Increased number of OSY receiving services 5% from baseline to 71%.
 - iii. 835 OSY demonstrated 20% gain on post-assessments (84.5%).
 - iv. 184 training sessions presented to service providers and staff (2,366 participants – duplicated count).
7. State APR reports
 - a. State-specific 2016 reports were handed out to each state for review with the following guiding questions:
 - i. What does the data tell about how your state is providing services to OSY?

- ii. What are your state's strengths and challenges based upon the data review?
- iii. Thinking about service delivery in your state, what are the challenges you face to provide meaningful implementation and positive learning experiences? How is your state working to overcome the challenges?
 - 1. *SC – challenges include that three recruiters cover the entire state; working now with local agencies and non-profits to increase awareness of OSY needs.*
 - 2. *NE – school district-based projects versus the regional-based projects show that school districts need more awareness about OSY.*
- iv. As a result of reviewing your state's data, how can the Consortium and the work of the TST help your state move forward in improving the quality of services to all identified OSY in your state?
 - 1. *SC – need a better way to track students as they migrate to and from different states; eliminate duplication.*
 - a. *New OSY Learning Plan will address this need.*
 - 2. *VT – fewer students want to leave farms for group meetings and classes; translates into more one-on-one instruction/need for technological solutions to help with that. Need for international agreement with Mexico to accept American GED.*
 - 3. *MA – states need to collaborate on ways that each program keeps track of what services have been provided to individual students.*
 - a. *Suggestion to send survey to all members states with ideas, suggestion and questions raised during TST.*

Professional Development Module 1 Training – Joan Geraci and Kiowa Rogers

- 2. Developed by the TST Work Group for practitioner training.
 - a. Stemmed from survey asking what is needed for better/more in depth professional development for OSY service providers.
 - i. Survey showed that most providers are not certified educators. In addition, many trained educators have not worked with students outside of the classroom (OSY).
 - b. Module may be taught to a group, or accessed for individual training. Documents include live links (module to be uploaded to GOSOSY website after final review and edit).
- 3. Implementing the OSY Instructional Action Plan
 - a. Step 1 – Strategies for Creating Positive Learning Environment
 - i. Guiding questions and tips to assist planning before instruction with student.
 - ii. Strategies applied to home, farm, and centralized location:
 - 1. Minimize distractions
 - 2. Utilize technology
 - 3. Have supplies ready for use
 - 4. Find an effective location for study
 - 5. Establish consistent workspace for study
 - 6. Minimize clutter
 - 7. Ensure proper lighting
 - 8. Ask for help
 - iii. Stop-and-do activities
 - 1. Ask group to describe plans and anticipated challenges for each step.

- iv. Summary to review
- v. Reflections to be completed after instruction with student.
- b. Step 2 - Building Rapport
 - i. Strategies applied with Bridge to Instructional Service and Resources (live linked):
 1. What are your strengths (things that you do really well)?
 2. What is something you would like to know more about? Why?
 3. Is there something that you have enjoyed reading? Tell me what was great about it.
 4. Can you think of something you didn't think you would be interested in, but now you are interested in it? What happened that changed your thinking?
 5. What is an activity or subject that you never get tired of talking about?
 6. Tell me about a time that you worked really hard, not because you were required to, but because you wanted to.
 7. If you had time and resources to achieve your dreams, what would they be?
 8. What obstacles may get in your way of achieving your dreams? How can you overcome these obstacles?
 9. What school subjects are challenging or difficult for you that might make it hard for you to achieve your dreams?
 10. Have you ever had a bad experience in a group of people? What made it a bad experience?
 11. What is the best group you have ever been a part of? What made it a great experience?
 - a. *Suggestion – put personal story/answer in first to guide student answer.*
 - b. *Suggestion – create one big document – color code documents – use step icons – to differentiate.*
 - c. *Note – concept developed to ease flow between Learning Plan, Goal Setting, Mentoring, etc.*
 - d. *Suggestion – define “dreams” at an OSY level (goals broken down into steps).*
 - i. *“If you could change your job, what would you choose?”*
 - ii. *Create visual icon to represent OSY’s dream/goal to revisit each time.*
 - e. *Voiceover PPT will be sent electronically and posted on website’s Professional Development tab once finalized.*
 - ii. Stop-and-Do activities
 1. Discuss ideas and what has worked to build rapport.
 - iii. Summary to review
- c. Step 3 - Transition to Instruction (Bridge to Instructional Services)
 - i. Strategies to develop buy-in from instructors and students – to bridge from interests to instruction (indicates care about individual student)
 - ii. Using OSY Educational Resource Rubric to identify strengths and to access materials and resources applicable to conversation about OSY goals/dreams
 1. Career goals, ACRs, etc.
- d. Step 4 - Young Adult Learning Strategies

- i. Developed as many providers have not worked with young adult learners:
 - 1. Young adults must want to learn (self-direction).
 - 2. Young adults will learn only when they feel a need to learn (benefit).
 - 3. Young adults learn by doing (participation).
 - 4. Young adult learning focuses on problems and the problems must be realistic (relevance).
 - 5. Experience affects young adult learning (experience).
 - 6. Young adults learn best in an informal situation (time orientation).
 - 7. Young adults want guidance (self-esteem).
 - ii. Stop-and-Do activities
 - 1. Discuss ideas and what strategies would work in individual cases.
- e. Reflection Section
 - i. Review to evaluate the success of lessons and determine future modifications.
 - 1. What worked? What will I do same or different in the future?
- f. Evaluation Section
 - i. Ask practitioners to self-evaluate on scale 1 – 5:
 - 1. Did I create a positive learning environment?
 - 2. Did I build rapport with students?
 - 3. Did I transition well into instruction?
 - 4. Did I implement young adult learning strategies?
- g. General Tips
 - i. Planning
 - ii. Lesson Activity Essentials – preparation, pacing, and creating environment
 - iii. Materials – what is necessary and what extras may be helpful
- h. Sample OSY Instructional Action Plan will be completed and posted online as model.
- i. Survey Monkey piece will be created to share with providers who go through training.
 - i. Feedback will be used to review and change resource as needed.
- j. General suggestions:
 - i. *Providers need some additional information about what the program can provide (medical, SPED, etc.). Including a reference to OSY Student Profile would be helpful. Pre-planning could include “What do I know already about this student?”*
 - ii. *Be aware of addressing negative experiences if needed/appropriate (included in Conversation Starters).*
 - iii. *Samples will include the difference between OSY group instruction and one-on-one OSY instruction and how to adapt. How do you differentiate?*
- k. Tracie will work with Marty Jacobson (META) on aligning the responses and data from feedback (whether Survey Monkey or in person or with GOSOSY Staff Training and Technical Assistance Evaluation Form).

Work Group Expectations and Assignments

- 1. Material and Curriculum:
 - a. Review and revise Living in America (LIA) current lesson.
 - b. Outline LIA lessons for this year.
 - c. Set up pilot for LIA/parameters and possible states.
 - d. Review pilot comments from Life Skills Lessons/next steps.
 - e. Discuss need for post-secondary/career awareness piece (pushed to Year 3).
 - f. Review of final Mental Health (MH) Lesson.

- g. Review comments on all Life Skills Lessons (including past years).
 - h. Work with Adult Learning Resource Center (ALRC) to determine lessons to use.
 - i. Disseminate the MH Lessons.
 - i. NASDME presentation
 - ii. ADM/format change
 - j. FII links:
 - i. 1.1 g Pilot a beginning ESL series of lessons for OSY
 - ii. 1.1.h Conduct post-secondary and career awareness activities
2. OSY Learning Plan (will work with Goal Setting Work Group during this TST with Emily Hoffman leading):
 - a. Finalize OSY Learning Plan.
 - b. Plan for integrating OSY Learning Plan with Goal Setting materials.
 3. Goal Setting (will work with Learning Plan Work Group during this TST with Emily Hoffman leading):
 - a. Develop pacing guide.
 - b. Finalize training materials and manual.
 - c. Plan for work with OSY Learning Plan Work Group.
 - d. Review mastery activity.
 - e. Discuss and review Voice Thread.
 - f. FII links:
 - i. 1.3a Convene work groups to plan Goal Setting Workshop (GSW)
 - ii. 1.3 b Arrange logistics
 - iii. 1.3 c Train facilitators for GSW
 - iv. 1.3 d Design a mastery activity
 - v. 1.3 e Conduct GSWs
 4. Professional Development:
 - a. Review comments from TST members to finalize Module 1.
 - b. Plan how to disseminate the PD module.
 - c. Begin development of Module 2.
 - d. Outline tasks and make assignments.
 - e. FII links:
 - i. 2.1 b Provide TA on designing services to OSY through TST work groups
 - ii. 2.1 c Convene the TST for instructional staff PD material development
 - iii. 2.1 d Continue creation of materials for certified and non-certified staff
 5. Identification and & Recruitment:
 - a. Finalize OSY ID&R materials and discuss dissemination strategy.
 - b. Review professional development video.
 - c. Discuss how to continue partnering with IRRC for training (OSY in-the-field training).
 - d. Discuss DE.
 - e. Assign tasks and deadlines.
 - f. FII links:
 - i. 2.3 a Update OSY recruiter skills competency materials
 - ii. 2.3 b Collaborate/conduct OSY in-the-field recruiter trainer (with IRRC)
 - iii. 2.3 c Administer OSY recruiter skills competency tools (with IRRC)
 6. OSY Literature Review:
 - a. Review relevant research and determine what to include in lit review.

- b. Discuss the format of lit review.
- c. Create dissemination plan of review and materials.
- d. Discuss any possible tie-ins with MH Lessons.

Wednesday, February 9, 2017

Call to order 8:30 am

Adjourned 11:25 am

Agenda

- Individual State OSY Data review
- Interwork group assignments and conference calls
- Networking and discussion
- SST reporting assignments
- Work Group reports
- Dissemination Event planning and organization
- Meeting dates finalized

INDIVIDUAL STATE OSY DATA REVIEW

1. States will send any corrections to Susanna Bartee and final versions will be printed for distribution at SST meeting in March.
2. Suggestion to include phrase: "Data do not represent total surveyed/may include duplicate count."

TST WORK GROUP REPORTS

1. Goal Setting Work Group – *Emily Hoffman (subbing as lead until May 2017)*
(Sonja Williams, Carmen Anderico, Joyce Bishop, April Dameron, Monika Lorinczova, Denise Rocha, Jenna Vaccarelli)
 - a. The group is editing existing Goal Setting documents and materials.
 - i. Will create two manuals (one for OSY and one for facilitators).
 1. Facilitator training will be called "Goal Setting Workshop" (GSW) – Training of Trainers model.
 2. OSY goal setting document will be created to include:
 - a. New introduction page
 - b. New examples and suggestions
 - i. Will be drafted to present by April TST meeting.

2. Learning Plan Work Group

(Emily Hoffman, Sarah Braun-Hamilton, Margot Di Salvo, Mike Reho)

- a. Practitioner sheet has been completely reworked to make it more of a check-in for progress with a small emphasis on formula used to report to state for FII requirements.
- b. Work Group will be training TST on use of Learning Plan at April TST meeting to facilitate immediate use by all states with data reported in September 2017.

3. ID&R Work Group

(Jennifer Almeda, Ray Melecio, Barbie Patch, Pedro Santiago, Deke Showman)

- a. Prezi presentation created to accompany the ID&R Tip Sheets on the GOSOSY website.
- b. Recruiter Assessment Tool created with IRRC was discussed. Tracie will contact Michael Maye from IRRC to determine how GOSOSY states can access the assessment.
 - a. All states (even non-members of IRRC) will have access to results of assessment tool.
 - b. Each state will have a code to retrieve results individually.
- c. Recruiter Assessment Tool is now available only in online version due to protocols to provide security for test answers and resulting data.
- d. GOSOSY goal is for 75% of all recruiters consortium-wide to score proficient (including those who use their own assessment tool).
- e. Mapping training in conjunction with IRRC will occur at April TST meeting.
- f. Jessica Castañeda explained upcoming interactive map that will highlight crop locations and seasons in IRRC states:
 - a. Microsoft Power BI program being used (has been used in Maine for quite a while) to show trends and specific data.
 - i. Will create interactive demographic mapping tool.
 - ii. Data from MIS2000 will inform demographic data.

4. Lit Review Work Group

(Jessica Castañeda, Susanna Bartee, John Farrell)

- a. The *GOSOSY Lit Review* will focus on Adverse Childhood Experiences (ACEs).
 - i. Research continues.
 - ii. Deadline is 5/30/17.

5. Professional Development Work Group

(Joan Geraci and Kiowa Rogers, Lysandra Alexander, Olilia Coffta, Sabrina Rivera-Pineda)

- a. Will create new module per the feedback from TST members:
 - i. Will create introduction module to educate about working with OSY.
 - 1. Plan to incorporate video, etc.
 - ii. Will add icons throughout to help guide users.
 - iii. Will embed OSY scenarios and completed OSY Student Profiles to create scaffolding (“I do, you do, we do”) as part of Stop-and-Do activities.

iv. Will create “mini-modules” to accompany each section.

6. Materials and Curriculum Work Group

(Bob Lynch and Brenda Pessin, Peggy Haveard, Chris Norton)

- a. Mental Health lessons
 - i. Four of five lessons will be ready for NASDME presentation:
 - 1. *Let’s Talk About Alcoholism*
 - 2. *Let’s Talk About Depression*
 - 3. *Let’s Talk About Anxiety*
 - 4. *Let’s Talk About Mental Health*
 - 5. *Let’s Talk About Stress* will be ready in Fall 2017.
 - ii. The review comments for all five lessons will be incorporated into lesson plans.
 - 1. *Let’s Talk About Alcohol* will be expanded to include an extra page per the review comments.
- b. *Living in America* – “Using Money” lesson review
 - i. Will be available for review by April TST meeting.
 - 1. Will include references to existing GOSOSY (and other) materials and resources.
 - a. Group explained decision to pursue resources already created and available instead of creating new curricula at this point.
 - 2. Will be piloted in Summer 2017.
 - ii. Adult Learning Resource Center (ALRC) audio enhancements will occur once lessons are finalized.
 - iii. Pilot comments:
 - 1. “Money Orders” need to be updated.
 - 2. “Your Budget” will be expanded to include advanced budgeting.
 - 3. General formatting issues will be addressed as well.
 - iv. OSY English Language Screener:
 - 1. Most suggestions are cost-prohibitive.
 - 2. Will ask ALRC to add descriptors of the general language acquisition categories that are aligned with the scores.
 - 3. Will ask ALRC to add note to instructions that says to exclude the Spanish writing score from overall score.

NETWORKING AND DISCUSSION – *facilitated by Sarah Braun-Hamilton and Denise Rocha*

1. Technology

- a. What technology investments have shown the best return on investment?
 - i. *Missed enrollment reports from M6 can be imported into GoogleMaps to locate students.*
 - ii. *Use GoogleMaps for recruiting blitzes, assigning staff to students per location.*
- b. What do you wish you would have done differently with technology implementation?
- c. What phone/tablet/laptop apps does your program use to support self-study or virtual classes, and how are you monitoring their use? How is it going?
 - i. *Using What’s App for communication with students and also a supplement for English instruction (record and require response) is better than texting.*
 - 1. *National Migrant Hotline is now using What’s App.*

- d. What devices are you putting into the field (tablets/laptops/mp3 players, etc.) for use by students? How are you setting them up, distributing them, monitoring them, etc.?
- e. What cloud-based tutoring programs are being used? How do you track participation and progress, and what kind of reports do you run?

2. Current Trends

- a. What is currently affecting recruitment, instruction and support services to OSY within your state?
 - i. *Safety concerns for recruiters and practitioners.*
 1. *There are safety apps available (noted in Fall 2016 GOSOSY newsletter):*
 - a. *B Safe* <http://getbsafe.com>
 - b. *Companion:* <http://www.companionapp.io/>
 - c. *React Mobile:* <https://reactmobile.com>
 - d. *Fake a Call:* <https://itunes.apple.com/us/app/fake-a-call-free/id323341309?mt=8>
 - e. *Fake a Text:* <https://itunes.apple.com/us/app/fake-text-free-fake-text-free/id340790528?mt=8>
 - f. *Safe Trek:* <https://www.safetrekapp.com/>
 - g. *Watch Over Me:* <http://www.watchovermeapp.com/>
 - h. *Kitestring:* <https://www.kitestring.io/>
 - i. *Spot Crime:* <http://www.spotcrime.info/>
- b. What are some current needs that OSY are bringing to your attention?
 - i. *There is more activity and interest from school districts, press, other agencies due to administration change.*
 1. *Some states are developing talking points to help with conversations.*
- c. How are you addressing those needs (either through direct support to OSY and/or staff who interact with them)?
- d. What resources have you found available to address these needs?
- e. What types of state and local agencies are you partnering with to provide services, meet needs, and remove barriers? What's going well with those partnerships, and what do they need to flourish?

2018 Dissemination Event Planning

1. Event will occur at Clearwater, FL Hilton September 18-20, 2018.
2. IRRIC has Sept. 18-19 for presentations.
3. GOSOSY has Sept. 19-20 for presentations.
 - a. Possibility for a lunch event to end IRRIC portion and kick off GOSOSY portion.
 - b. PI Consortium will offer some presentations throughout both events.
4. Registration fee being decided.
 - a. There will be one registration process through Fort Scott Community College for members of all three consortiums.
5. Previous attendance has been more than 250 total (from within the consortium as well as guests).
6. Presentations are solicited from TST members and GOSOSY partner organizations.
 - a. All presentations are vetted.
 - b. Template ensures everything is branded.

Upcoming Meeting Dates

April 5-6, 2017 – Chicago, IL (IRRC has April 4 TST meeting scheduled in same hotel.)

Team Lead Conference Calls will be scheduled before the end of February.

Fall 2017 TBD

Spring 2018 TBD